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ABSTRACT

The objectives of this project were to: (1) identify instruments that could be utilized to obtain followup information of vocational graduates, (2) develop a methodology that could be used to obtain followup information of vocational graduates, (3) field test the instruments and methodology for data collection on sample schools, (4) develop a method for summarizing and analyzing data that could be used by both local and state agencies, (5) provide a system for interpretation of the data to insure usage of the data at local levels in addition to usage at statewide levels, and (6) train local vocational guidance personnel to use the system developed. An advisory committee was appointed to guide the project staff in the preparation of instruments and methodologies, which were then field tested in three to five local schools. Job performance as assessed by the student and by the employer was obtained. Perception of guidance and placement assistance was also secured as well as an interview with a sample of guidance personnel at the local level. The primary outcomes of this project were the development of three elements that could be utilized in a statewide system for followup of vocational graduates: (1) A Student Followup Model, (2) a Counselor Followup Model, and (3) an Employer Followup Model. (HD)

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SIRF

SYSTEM FOR IMPLEMENTING REVIEW AND FOLLOW-UP

developed
by

Purdue University
West Lafayette, Indiana

in
cooperation
with

Indiana State Board
of

Vocational and Technical Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

TITLE: Development of a Statewide System for Follow-Up of Vocational Graduates That Has Implementation for Usage by Local Educational Agencies

PROJECT DIRECTOR: Dr. William B. Richardson

INSTITUTION: Purdue University

EFFECTIVE DATES: October 15, 1974 - October 14, 1975

OBJECTIVES OF PROJECT:

1. To identify instruments that could be utilized to obtain follow-up information of vocational graduates.
2. To develop a methodology that could be used to obtain follow-up information of vocational graduates.
3. To field test the instrument and methodology for data collection on sample schools.
4. To develop a method for summarizing and analyzing data that could be used by both local and state agencies.
5. To provide a system for interpretation of the data to insure usage of the data at local levels in addition to usage at statewide levels.
6. Train local vocational guidance personnel to use system developed.

PROCEDURES OF IMPLEMENTATION: This project developed a statewide follow-up system for vocational graduates. An advisory committee was appointed to guide the staff in the selection of instruments and methodologies. Three to five local schools were used as pilot centers to test instruments and methodologies developed. Job performance as assessed by the student and by the employer was obtained. Perception of guidance and placement assistance was secured as well as an interview with a sample of guidance personnel at the local level. A handbook was developed which will provide an interpretation of the data. Workshops were held for state staff personnel so that they could determine how the system operates.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION:

The primary outcomes of this project were the development and field-testing of instruments and methodologies that could be utilized in a statewide system for follow-up of vocational graduates.

The unique aspects of the proposed projects were objectives 5 and 6 as it is proposed to provide a system for interpretation of the data and provide for workshops to train local guidance personnel in the usage of the data.

Also, the project varied from the traditional and obtained the students' perception of guidance and placement.

In like manner, perception of job performance as assessed by the student was obtained.

INTRODUCTION

Despite the enrollment growth during the past ten years in all levels of education and evidence to support more concentration of time, effort and resources in preparing students for employment, there remain unanswered questions on meeting the training and occupational needs of all students. A great majority of youth step off the educational ladder with varying degrees of ability, educational attainment, and/or occupational preparation to some rung on the occupational ladder. Whatever the level of schooling at which this transition from school to work occurs, the individual's readiness and opportunity to find satisfactory employment is important in maintaining his self-respect and dignity as an individual. It is vital, therefore, that educational planners explore and examine carefully every resource to determine effectiveness of programs and identify the expanded services schools must provide for graduates and non-graduates at the secondary and post-secondary levels. Providing a meaningful transition into the world of work is a challenge facing both educators and the business community.

Comprehensive guidance programs with services in placement and follow-up must be improved considering a cost-effectiveness approach. No coordinated effort has been made in Indiana to establish an effective placement and follow-up program using a cost effectiveness system for local educational agencies on a coordinated statewide basis. Also, there are neither trained personnel nor an organized system for training such persons for a comprehensive service of placement.

An important element of the comprehensive guidance, counseling, placement, and follow-up system is a systematic method for following up former vocational

students. Considerable research has been conducted in this area.

The Review and Synthesis of Research on the Placement and Follow-Up of Vocational Education Students by Kenneth Little (1970), The Ohio State University, Columbus, Center for Vocational and Technical Education, reports on follow-up studies of graduates of vocational-technical education programs. Purposes of the review were to identify the job histories of graduates and to provide base line data for program evaluation. The review is organized around the following topics: the role of follow-up studies, general surveys, studies of specific groups, benefit-cost studies, follow-up studies procedures and evaluation summary.

Carolyn Stoering (1971) reported on A Computerized State-Wide Follow-Up System designed for the State of Kansas. Efforts were made to test the usability of statewide random sampling of vocational-technical graduates as an alternative to an "every-pupil" follow-up.

Another study, Parallel Follow-Up, completed by Adams, Morton and Frazier (1974) for the State Department of Vocational and Technical Education, Stillwater, Oklahoma, attempted to compare data gathered from the former trainee with trainee reports from teachers. Every tenth graduate from each graduating class in the school year 1972-73 was selected for participation in this study. Responses from the gradvates were compared with teacher responses. A recommendation was made, based on findings of the study, that the teacher follow-up be continued rather than changing to the more time-consuming student follow-up.

The State of Florida (1973) issued Guidelines for Placement and Follow-Up Studies as a means of implementing a state law requiring that "on or before September 1, 1974, each district school board shall establish and maintain job placement and follow-up services for all students graduating or leaving the public

school system, including area vocational-technical centers." The stated purpose of the follow-up studies is to provide data for use in adjusting curricula. The validity and effectiveness of the educational programs in each secondary school, area vocational-technical center and school district are believed to be reflected by the following:

1) The extent to which former students enter activities for which the school has provided preparation, and
2) The performance of former students in these activities.

Annual reports are required to the district school board with recommendations concerning areas of curriculum deficiency which adversely affect the employability of job candidates and the performance of students enrolled in post-secondary educational institutions. One copy of the annual report is to be submitted to the Commissioner of Education.

The Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, Minneapolis (1974), published a report on the final test of a procedure for assessing the educational and employment activities of former high school students titled, Status of Former High School Students: Procedures for Local Assessment. The procedure was designed to be initiated, directed and largely conducted by school personnel wishing to assess the post-high school activities of their former students. Information collected from former students consisted of identifying data, recent history and present educational activity or employment activity.

OBJECTIVES

The purpose of this study was to identify and test instruments, methodologies, and analyses for providing feedback relative to the performance of vocational graduates in the labor market. The problem resulted from a need for

local and statewide data collection for summary and interpretation. The following objectives were developed:

1. To identify instruments that could be utilized to obtain follow-up information of vocational graduates.
2. To develop a methodology that could be used to obtain follow-up information of vocational graduates.
3. To field test the instrument and methodology for data collection on sample schools.
4. To develop a method for summarizing and analyzing data that could be used by both local and state agencies.
5. To provide a system for interpretation of the data to insure usage of the data at local levels in addition to usage at statewide levels.
6. Train local vocational guidance personnel to use system developed.

PROCEDURES

This project required input from several segments of vocational education in Indiana. An advisory committee, consisting of vocational educators at all levels, was formed to provide guidance for the project staff in the formation of the instrument and data collection methodologies.

The project staff, with the input of this committee, prepared a basic research instrument or instruments and a suggested methodology. To evaluate the usability of these items a pre-field test was conducted. This test also provided preliminary data for development of computer analysis and trial data for the other objectives of the project.

The advisory committee examined the pre-test data and assisted the project staff in developing a final instrument and methodology. Likewise, the advisory committee reviewed the preliminary summary data and computer analysis for content and usability.

Once the instrument and methodology were refined, a formal field-test was conducted in four selected schools that represented: 1) small to large in size, 2) rural to urban in clientele served, 3) comprehensive vocational programming, 4) geographic dispersion in state.

The data obtained via the field test was used to revise the instruments and methodology. The field test data was used to develop computer printouts to provide feedback relative to local schools and statewide summaries.

Perception of job performance as assessed by the student was sought. The student was asked for his perception of the quality of his vocational training, i.e., how well his vocational training prepared him for employment. To establish the reliability of the student's assessment of his performance on-the-job as well as the accuracy of his perception of the quality of his vocational preparation by an unobtrusive means, a small sample (10%) of supervisors of the vocational graduates in the sample selected were interviewed to determine the quality of performance of the vocationally trained worker.

Similarly, students' perceptions of guidance and assistance with placement was secured. A personal interview with the guidance and counseling personnel in the field test schools was conducted to estimate the reliability of the students' perceptions as compared with the counselors' perceptions.

A system for analysis of the follow-up data constituted a major part of the study. Field test data from the formal field test was used to develop an analysis system that will yield a computer printout that can be given to each school participating in the follow-up. The analysis system also includes a

means for preparing statewide summaries of the data.

The analysis system developed must be capable of yielding a data and summarized simple, practical and relevant format that local school officials can use in program planning.

Finally, the analysis system needs to include a means for interpretation of the data into layman's terms. This is needed at the local level and also for interpretation of statewide summaries. This phase of the study will include the development of a handbook that could be used to read and interpret the computer printout. The primary objective of the handbook will be to provide valid interpretation of both local data and statewide summary data.

SYSTEM FOR IMPLEMENTING REVIEW AND FOLLOW-UP (SIRF)

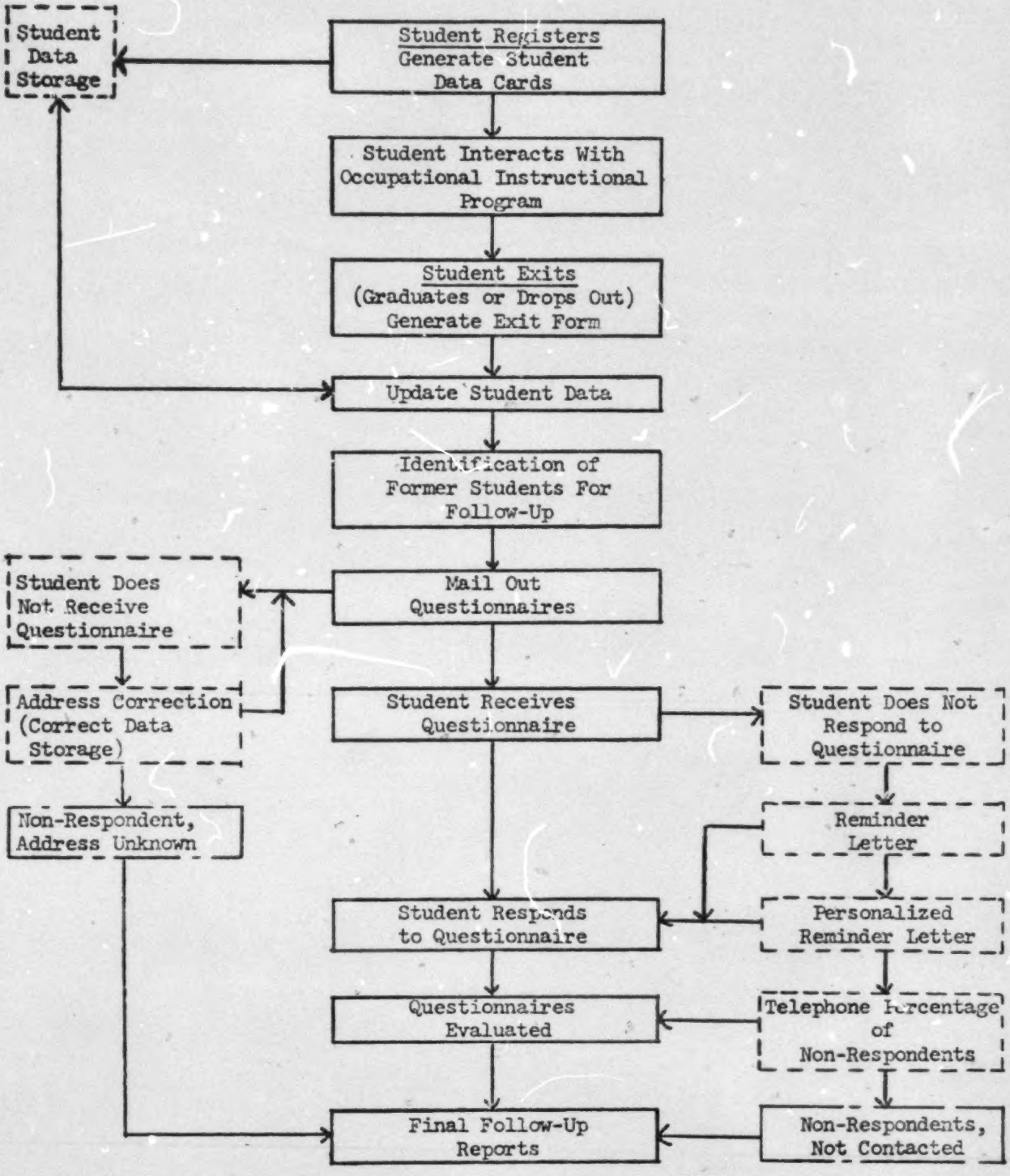
The Student Follow-Up

The Follow-Up Model. The project staff with input from the advisory committee and the results of the field testing developed and refined the follow-up model. Presented on the following page is a schematic which depicts the components and sequential steps of the model.

This model contains four basic features: 1) A student data storage system; 2) The basic procedure for collecting follow-up data; 3) Supplemental procedure for obtaining follow-up data; and 4) Reporting results of data collecting.

The Student Data Storage System. A great deal of variation has been found in the data storage systems which schools use to collect information on students. The type and amount of information collected, as well as its availability, are crucial variables in the follow-up process. A carefully constructed, standardized system for collecting and storing information on students can greatly facilitate follow-up procedures. This system, therefore, includes a student data storage component.

SYSTEM FOR IMPLEMENTING
REVIEW AND FOLLOW-UP



Basic procedure for collecting follow-up data

Supplemental procedure for collecting follow-up data

Non-respondent, no data

A student's enrollment in school represents the first opportunity for collecting data relevant to follow-up. Much of the information received from enrolling students is identical to that which is necessary for effective follow-up. This information includes such things as permanent address and phone number, names of parents or guardians, program of study, and so forth. At the time of enrollment this information can easily be recorded in a follow-up data storage system. SIRF provides a form (see Form A) for this purpose. The form is to be completed by all students as a part of the enrollment process.

A Change of Status Report (see Form B) is also included in the student data storage system. This form is to be completed by a counselor or other institutional representative. Its purpose is to update information on the student's current status in school. A copy of this form is completed whenever a student changes programs or terminates schooling at the institution.

When the change of status involves termination, the student is to complete the Exit Form (see Form C). This form is designed to provide a final update of the information collected on the student. The Exit Form also samples some of the student's reactions and plans for the future.

These three forms taken together constitute a complete system for maintaining the most current data available for each student. The information thus collected represents the foundation for any later follow-up study. This system provides at least two addresses and phone numbers through which the student might be contacted at a later date. The inclusion in these forms of items from the follow-up questionnaire provides a reliability check and allows for comparison of student perceptions over time. Since this system provides data on all students, a larger pool of information is available for immediate use and for later comparisons with sample populations. Additionally, the fact that this data is collected while students are present in the school

system provides for the maximization of the amount and accuracy of information collected.

Depending upon both the needs and resources of the school system, the student data storage system may be utilized in a variety of ways. Where the facilities are available, the data can easily be key-punched and stored in a computer. If this is either not possible or not desired, the completed forms can themselves be used as the data storage system. They might be filed in a separate follow-up file, or they might be kept as a part of the student's regular permanent record.

Finally, it should be noted that the student data storage system described here is offered as a suggested approach, not as the ultimate ideal. We believe that this approach is adequately systematic and comprehensive for most potential users of SIRF. However, we are aware that no pre-packaged program can ever be designed well enough to meet all contingencies and situations. We, therefore, urge the user to apply this system creatively. The user should make the changes and adaptations necessary to make this system fit his/her particular needs.

Data collection. The next phase of the student follow-up model is the collection of data. The primary consideration in the data collection process is to identify the data to be collected. Described in an earlier section was the process that was to be used by this research team in identifying the type of data needed and thus the questions to be asked in obtaining that data. Once these decisions are made the instrument can be constructed. Prior to examining the instrument, there are two items to be considered.

1) A decision must be made relative to the scope of the follow-up process.

2) Methodologies to be used in collecting the data.

The follow-up process begins with the selection of the student population to be reviewed. The first item for consideration is to identify the research

frame, which depending on the scope of the follow-up, could take several forms. First, assuming the individual local school wished to follow-up its graduates on a 1-3-5 year schedule, a basic decision would need to be made as to whether or not sampling would be considered. The decision to sample would be a local decision, but it would be influenced by: 1) cost, 2) size of population, and 3) expected use of results. Sampling is a proven technique and provides accurate feedback. Asher (1975) states: "The basic principle in sampling is that you don't have to look at every case in a population to estimate what the population looks like. Further, with sampling methods you can do the work more cheaply. Anytime you can gain time, do less work, and do it less expensively, you are ahead. In fact, you can probably describe a population much more accurately by looking at a sample carefully, than you can by trying to look quickly at every case in the whole population."

The follow-up team must answer the following questions:

1. What is the group to be followed-up?
   a. The entire Vocational Program
   b. The Area School
   c. The Body and Fender Graduates
2. What cost (financial and manpower) limitations are there?
3. What is the expected use of the results?

The answers to these questions will provide the follow-up team the cue to whether or sample or not. A rule of thumb that we recommend is "if the population identified is in excess of 100, then sample. Also, a sample size of 40-60 is needed to insure an adequate sample for computing basic descriptive statistics."

THE INSTRUMENT

This instrument was field-tested and revised using the input of practitioners in the field. The items selected gather the basic data needed by local school personnel in obtaining feedback relative to their vocational training program. It would be noted at this time that the questions on the instrument are the basis for the computer summary tables.

After identifying the population and the instrument the system manager would collect the basic data regarding the population from the student data storage files. Certain data, depending on local policies, may be precoded on the instruments. Examples might include student ID's, sex, race, type of vocational program, etc. The decision to precode this type of data should be a local one.

The next step in the data collection phase would be to prepare and mail the instruments, preparation and duplication of cover letters, and mailing of the follow-up package. The pilot test and the field test revealed that cover letters should be personalized as much as possible to insure a good return rate.

Logically, the next step is to receive the returned questionnaires, and contact non-respondents. The follow through with non-respondents requires a continued effort that may include mailing second and third questionnaires, reminder cards, and telephone or personal interviews. Every effort should be made to get replies from 100% of the sample studied.

Data Analysis. The final phase of the model includes a computerized analysis of the questionnaires and the generation of the tables which summarize the results. The Appendix contains sample copies of three tables which are generated as a part of this system. A total of nine tables were developed:

Table 1	Identifying Information
Table 2	High School Statistics
Table 3	Mobility
Table 4	Employment Status
Table 5	Finding Employment
Table 6	First Job
Table 7	Latest Job
Table 8	High School Guidance
Table 9	Vocational Program

The computer program is a very flexible one. It provides the users the opportunity to obtain the nine basic tables for the total population. In addition, if the user wishes to examine different aspects of the data, the sorting of the cards would allow a cross-sectional view of the data, i.e., data summaries based on sex, type of vocational program, race, job relatedness, etc. Therefore, the Local Education Agency might obtain several different summaries of the data in order to thoroughly review the follow-up data of their graduates.

The final reporting of the findings, the total number of questionnaires sent, the number returned, and the usable return should be reported, along with sampling method used, if any.

Interpretation:

A basic question to be asked in planning, implementing and complementing a followup study is the intended use of the results. This question is pertinent in interpreting the summarized data of the SIRF System. The data could be used for several things:

1. To complete state and federal reports
2. For program planning (Review, improvement expansion, deletion, etc.)
3. For student recruitment
4. A combination of the above

This report assumes that the primary reason for the followup study is for program planning, i.e., to obtain data on program participants which can be used to review, improve, expand or delete programs. However, specific guidelines for decision making are impossible as a part of this document. Each individual school, as it formulates its followup criteria must decide what type of data it is looking for and to decide, once the followup is completed, if the summarized results support their criteria.

However, this is one approach built into the SIRF System which should aid the local school. This system was designed to obtain statewide data. If used in that manner, the local school could compare their data summaries with the statewide data summaries. This would provide a clue to the product of their school with similar products in other areas of the state.

SUMMARY

This project sought to develop a systematic approach to the followup of former vocational students. The project developed three major elements: 1) A Student Follow-Up Model; 2) A Counselor Follow-Up Model; and 3) An Employer Follow-Up Model.

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PROCEDURES FOR CONDUCTING

A SIRF FOLLOW-UP

STEP BY STEP USE:

The balance of this booklet will be devoted to specific step by step procedures to implement the SIRF system in your school. The remaining discussion will be divided into 4 parts:

1. Preparing for the followup
2. Carry out the followup
3. Summarizing and analyzing the data using the computer
4. Hand analysis of the data
5. Interpreting the data and reporting results.

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PREPARING FOR THE FOLLOWUP

This step is designed to unify data on students as they enter, interact with, and exit the program.

A. Obtain basic descriptive data on each student. Please refer to student data cards, Form A located on p. 27 of the SIRF manual. These cards should be filled out, filed and continuously updated on each student.

B. Fill out Form B on p. 29 on any student who changes status during the program prior to completion. Examples of the use of this form include: termination, change of study option, unsatisfactory progress, etc.

C. Form C on p. 31 should be completed on each student as he exits the program.

These three forms are the heart of the student data storage. A well kept, up-to-date file on each student is essential to the successful operation of the SIRF system.

CARRYING OUT THE FOLLOWUP

These activities are preparation for Follow-Up.

A. Identify students for follow-up is first activity. Please refer to pages 9-10 of SIRF manual. It is our recommendation that:
   1) Follow-up all recent grads
   2) Sample at 3 and 5 years

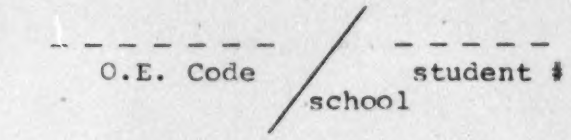
B. Once decisions are made as to what students are to be followed-up, the next activity is to prepare a cover letter and instrument for each student. On page 33 is the instrument for you to review. Also, on pages 47-49 are three samples of cover letters. You should use an instrument and cover letter that best suit your needs.

C. Identification numbers.
   Before the questionnaires are sent out, each student needs to be given an identification number. This number will be used to keep track of which students have responded. They may also be used to sort students into areas. For example, if you have two programs in Agriculture, Agriculture and Horticulture, you may wish to give the students in Ag numbers between 1 and 99 while the students in Horticulture get numbers between 100 and 199. You may use up to

seven digits for this ID number. An alternative method is to assign every student a five digit number for identification purposes and use an O.E. Code to designate areas. In this case, a list should be made as follows:

ID #	Name and Address	O.E. Code (indicating area)

The ID number is then placed on the questionnaire before it is sent out. When the questionnaire is returned and ready to be decoded, the ID number is lookedup on the list. Then the O.E. Code is entered in the first seven columns. and the ID number in the last five columns of the coding form.



D. Mail the questionnaire and cover letter.

E. Non-respondents. After 14 days, mail a non-personal reminder letter to each non-respondent. After 28 days mail a personalized letter and second instrument.

F. After 45 days, telephone a percentage (10-15%) of those still not responding. Keep this 10-15% separate so that comparisons can be made to determine non-respondent bias.

G. Try to update addresses of students whose questionnaires are returned undeliverable. Correct the student data storage. Determine number of non-respondents whose addresses are unknown for final report purposes.

H. It is important that all efforts be exerted to get a high return rate of questionnaires. Please refer to page 45 in the manual for clues to increasing the return rate.

ANALYZING AND SUMMARIZING THE DATA

USING A COMPUTER

IF YOU ARE NOT GOING TO USE COMPUTER TO ANALYZE DATA GO TO STEP 4.

Step 3: Analyzing and Summarizing data. As questionnaires are returned they should be carefully examined to detect errors. All completed questionnaires should be sorted neatly according to anticipated computer usage.

A. After questionnaires are examined for correctness, they are to be coded on a code form. Please refer to pages 53-55 of the SIRF manual. Page 55 opens out.

B. Decoding: During this discussion refer to pages 53 and 54 in the Appendix.

Page 53 is a sample copy of a returned questionnaire. Page 55 is a sample copy of a coding form. These should be available to you from wherever you get computer cards.

Step 1: Transfer ID or OE Code to first seven columns. If OE code is used, ID number may be placed in last five columns

Step 2: The answer to question one goes in column 8 on the coding form. Put a one in column 8 if the answer is male and a two if the answer is female (this corresponds to

the numbers beside the answers). Questions 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 17, 20, 23, 24, 27, 28, 29, 32, 33, 34, are handled in the same manner.

Step 3: Write in the age (from question two) in columns 9 and 10.

Step 4: On question 7, May becomes 05, and 1975 becomes 75. Enter 0575 in columns 15-18.

Step 5: Questions 14, 18, and 22 are two part questions--a yes-no response and a reason response. The yes-no response goes in one column (#25 for question 14) and the reason response in another (#26 for question 14).

Step 6: Questions 16 and 31 have multiple responses. If an answer is marked that number should be placed in the column indicated.

Step 7: Questions 18 and 26 are wage questions. The wage should be entered as four digits in columns 38-41. Example: 0250 = $2.50/hour.

Step 8: Question 30 is treated as six separate questions, each with five answers. Each question is treated like question one.

C. When all questionnaires are coded on the code form(s) you are ready to consult a computer person about the computer analysis. Three things will need to be done:

1. Key punch computer cards from code form.
2. Transfer computer program to your computer.
3. Run cards through computer to obtain summary of data.

D. The cards may be keypunched in your data processing center. Care should be taken to insure that the keypunching is accurate.

E. A title card should be punched for every different set of tables needed. Examples of titles for the title card are:
Business Education
Males
Related Employment
The format for the title card is as follows:

Title Card

Col. 1-30 Title
31-34 Year of graduation (May be blank)
35-43 Month or semester questionnaire was sent.
44-47 Year questionnaire was sent.
48-51 Number of questionnaires sent out.
52-55 Number of questionnaires returned, but unusable.
56-59 Number of questionnaires returned address unknown.

F. The computer program is designed for a CDC 6500 computer. It is ready to be put in this computer or a similar one. A computer consultant is needed to install the program.

G. Once the program is operational, the cards prepared, it is then a matter of running the cards and obtaining output.

29

HAND ANALYSIS OF THE DATA

IF YOU USED THE COMPUTER SKIP TO STEP 5.

Step 4: Analyzing the data by hand can be accomplished by traditional methods of frequency counts and percentages. Please examine the tables in the SIRF manual on pages 35-43 for a guide in hand tabulating data.

30

INTERPRETING THE DATA AND REPORTING RESULTS

Step 5: The computer program produces 9 computer tables. Also, the user is asked to read page 12 of the manual for some ideas on the capabilities of the program. By use of card sorts several comparative analyses can be produced.

Examples of sorts that may be desired are:

- Program areas (6 sorts)
- Sex (2 sorts for each program area)
- Other special programs within an area:
  - automechanics, welding, etc.
  - data processing, secretarial
  - or others as necessary.

APPENDICES

FORM A

Enrollment Data

Do Not Mark In This Box

Student ID No. ☐☐☐☐☐☐☐☐☐

1. Name _____

2. Permanent Address _____

_____

_____

3. Permanent Telephone No. _____

4. Parent or Guardian's Name _____

5. Parent or Guardian's Address _____

_____

6. Parent or Guardian's Phone No. _____

7. List the name, address and phone number of someone (other than your parent or guardian) who will always know your address.

Name _____

Address _____

_____

Phone No. _____

8. Date of Birth _____
month day year

9. Sex: ☐ Male ☐ Female

10. Race: ☐ Caucasian ☐ Oriental ☐ American Indian ☐ Negro ☐ Spanish Surname

11. Marital Status: ☐ Single ☐ Married ☐ Other

33

12. Are you a U.S. citizen? ☐ Yes ☐ No

13. Do you have any physical handicaps? ☐ Yes ☐ No

If yes, briefly describe: _____

14. How many years of school have you completed? _____

15. Name and location (city and state) of last school attended:

Name _____

City _____

State _____

Do Not Mark in This Box

☐☐☐

16. How did you spend most of last year?

☐ Going to School ☐ Military Service

☐ Employed ☐ Other, please specify:

☐ Unemployed, seeking work _____

17. Have you ever held a full- or part-time job?

☐ Yes, full-time ☐ No

☐ Yes, part-time

If yes, was the job related to the program of study in which you are now enrolling?

☐ Yes ☐ No

18. Have you ever had any previous vocational training? ☐ Yes ☐ No

19. What influenced you to choose the program of study in which you are now enrolling?

☐ Books, Magazines ☐ Relatives ☐ Friend

☐ School Counselor ☐ Teacher ☐ Work Experience

☐ Job Opportunities ☐ Television ☐ Other (list below)

_____

Do Not Mark Below This Line

20. Program of Study Code ☐☐☐
21. High School Enrolling In ☐☐☐
22. Vocational School ☐☐☐
23. Enrollment Date: ☐☐ Mo. ☐☐ Day ☐☐ Year

FORM B

Change of Status Report

1. Student's Name _____ ID Number ☐☐☐☐☐☐☐☐☐

2. High School _____ ☐☐☐

3. Vocational School _____ ☐☐☐

4. Program of Study (Before Change) _____ ☐☐☐

5. Change of Status (check one):

   ☐ Termination

   ☐ Program of Study Change to: _____ ☐☐☐

6. If student terminated, mark reason below:

   ☐ Unsatisfactory performance ☐ Personal problems

   ☐ Entered Military Service ☐ Transferred to another school

   ☐ Took job in related area ☐ Reason unknown

   ☐ Took job in unrelated area ☐ Graduated

7. Date of Change: ☐☐ Mo. ☐☐ Day ☐☐ Year

8. Grade Average at Time of Change:

   ☐ A ☐ B ☐ C ☐ D ☐ F

9. Percentage of Vocational Program Completed Before Change: ☐☐☐ %

FORM C

Exit Form

Do Not Mark in This Space

ID Number ☐☐☐☐☐☐

1. Name _____

2. Permanent Address _____

_____

3. Permanent Phone Number _____

4. Parent or Guardian _____

Parent or Guardian's Address _____

_____

6. Parent or Guardian's Phone Number _____

7. List the name, address and phone number of someone (other than your parent or guardian) who will always know your address:

Name _____

Address _____

_____

Phone No. _____

8. Marital Status: ☐ Single ☐ Married ☐ Other

9. What are your plans for the future? (Mark all that apply.)

☐ Transfer to another high school

☐ Complete a related or same vocational program

☐ Complete a different vocational program

☐ 2-Year College

☐ 4-Year College

☐ Post-High School Voc. Training

(continued on following page)

☐ Military Service

☐ Apprenticeship

☐ Seek Employment

☐ Accept a Job Offer

☐ Other, please describe _____

10. If you are accepting a job offer or seeking employment, which of the following is most important to you?

☐ Salary	☐ Opportunity for Promotion
☐ Working Conditions	☐ Location of Job
☐ Job Security	☐ Job Related to my Training
☐ Personal Interest in Job	☐ Other, explain below

11. Are you generally satisfied with the vocational training you received at this school? ☐ Yes ☐ No

12. Would you recommend this program to others? ☐ Yes ☐ No

13. Please mark the amount of help you got from the guidance services in the following areas:

	Much	Some	None	Did Not Seek Help	Not Offered
Career Planning	☐	☐	☐	☐	☐
Seeking Employment	☐	☐	☐	☐	☐
Planning Future Education	☐	☐	☐	☐	☐
Military Service Information	☐	☐	☐	☐	☐
Personal Counseling	☐	☐	☐	☐	☐
Recognizing Your Abilities & Interests	☐	☐	☐	☐	☐
Deciding Courses To Take	☐	☐	☐	☐	☐

14. Are you generally satisfied with the help you got from the guidance services?

☐ Yes ☐ No

FOLLOW-UP OF INDIANA VOCATIONAL STUDENTS

SECTION ONE

1. Sex
   [1] Male [2] Female
2. Age ____
3. Race
   [1] Caucasian [2] Oriental [3] Indian
   [4] Negro [5] Spanish
4. Are you a U.S. Citizen?
   [1] Yes [2] No
5. High school grade average?
   [1] A [2] B [3] C [4] D
6. Did you graduate from high school?
   [1] Yes [2] No
7. If you graduated from high school, write the month and year of graduation.
   Month _____ Year _____
8. Did you complete a vocational program while in school?
   [1] Yes [2] No
9. Mark the vocational program you were in:
   [1] Agriculture [4] Health
   [2] Distributive Education [5] Home Economics
   [3] Business [6] Trade & Industry
10. Were you in a co-op program?
    [1] Yes [2] No
11. If you have moved from the community where you lived while in high school, how long after you left school did you move?
    [1] Have not moved (Blacken square and skip to Question #14)
    [2] Within one month
    [3] Two to six months
    [4] Seven to 12 months
    [5] More than twelve months
12. How far did you move?
    [1] Did not move out of county
    [2] Moved out of county
    [3] Moved out of state
13. Why did you move?
    [1] Take a job [5] Transferred by employer
    [2] Seek a job [6] Military service
    [3] Parents moved [7] Attend school
    [4] Marriage [8] Wanted a change
14. Since you left school did you seek a full time job?
    [1] Yes [2] No, mark reason below.
    [1] Had a full time job [8] Other, describe _____
    [2] Continued education _____
    [3] Housewife or about to be married
    [4] Physical handicap
    [5] Not interested in getting a job
    [6] Military service
    [7] Work part time (less than 30 hrs/week)

SECTION TWO

15. Have you had a full-time job since leaving high school?
    [1] Yes [2] No; skip to Question 28.
16. What sources did you use in looking for your first job?
    [1] Private employment agency [6] School counselor
    [2] State employment agency [7] School placement
    [3] Parent or relative [8] On my own
    [4] Friend [9] Other, describe
    [5] Teacher _____
17. In taking your first full-time job which of the following was most important to you?
    [1] Salary [5] Location
    [2] Working conditions [6] Related to training
    [3] Job Security [7] Personal interest
    [4] Chance for promotion [8] Other, _____
18. Write in the amount of your gross earnings (before deductions) for your first full-time job.
    Hourly rate $_____.
19. Was your first full-time job in the trade or field for which you were trained?
    [1] Yes [2] No
    If YES: Indicate how well your vocational course prepared you for your first full-time job.
    [1] Exceptionally well prepared; training covered all essentials required by first job.
    [2] Well prepared on the whole, but there were some important gaps in training.
    [3] Poorly prepared; much that I needed to know was not covered in vocational course.
    If NO: Mark reason below
    [4] No job available in area of training
    [5] Learned new job by continuing school
    [6] Learned new job in military service
    [7] Decided I liked other work better
    [8] Not accepted as apprentice in trade
    [9] Other, specify _____
20. On the following scale indicate how you felt about your first job.
    [1] Highly liked
    [2] Moderately liked
    [3] Indifferent
    [4] Moderately disliked
    [5] Highly disliked
21. Print the job title of your first full-time job
    _____
    Print the name and business address of your first full-time employer.
    _____
    _____
    _____
    If you are not currently employed, skip to Question 27.

22. Is your present job in the trade or field for which you were trained in high school?

1 Yes 2 No

If YES: Indicate how well your vocational course prepared you for your present job.

1 Exceptionally well prepared; training covered all essentials required by present job.

2 Well-prepared on the whole, but there were some important gaps in training.

3 Poorly prepared; much that I needed to know was not covered in vocational course.

If NO: Mark reason below:

4 No job available in area of training

5 Learned new job by military service

6 Learned new job by continuing school

7 Decided I liked other work better

8 Not accepted as apprentice in trade

9 Other (specify)_____

23. On the following scale, indicate your feelings about your present job.

1 Highly like

2 Moderately like

3 Indifferent

4 Moderately dislike

5 Highly dislike

24. In taking your present job, which of the following was most important to you?

1 Salary

2 Working conditions

3 Job security

4 Opportunity for promotion

5 Location

6 Related to training

7 Personal interest

8 Other, explain below

_____

25. Print the job title of your present job

_____

Print the name and business address of your present employer.

_____

_____

26. What are your present gross earnings? Write in the amount below.

Hourly rate $_____.

27. How many full times jobs (30 or more hours per week) have you held since leaving school?

1 One 3 Three

2 Two 4 Four or more

28. What is your current employment status?

1 Employed full time

2 Not employed but seeking work

3 Not employed and not seeking work

4 Employed part time (less than 30 hrs/week)

5 In military service

6 In school

29. Do you have any physical handicaps that keep you from certain jobs in the vocational field in which you were trained?

1 Yes 2 No

SECTION THREE

30. Mark the degree of help you feel you got from your high school guidance services.

	Much	Some	None	Did Not Seek Help	Not Offered by School
Career planning	1	2	3	4	5
Seeking employment	1	2	3	4	5
Planning for Future Education	1	2	3	4	5
Personal counseling	1	2	3	4	5
Recognizing your abilities and interests	1	2	3	4	5
Deciding what courses to take	1	2	3	4	5

31. Below are ways students are influenced to select a vocational program. Mark those that most influenced you to the program you took in school.

1 Books, magazines

2 Area or Voc. School Counselor

3 Relatives

4 Neighbor or adult friend

5 Friend you own age

6 Job Opportunities

7 Part-time job

8 Teacher

9 Counselor

10 Graduate of program

11 Other

_____

32. Are you generally satisfied with the help you got from the guidance services at school?

1 Yes 2 No

33. Are you generally satisfied with the vocational training you received in high school?

1 Yes 2 No

34. Would you recommend this vocational program to others?

1 Yes 2 No

TABLE 1

TOTAL RUN

IDENTIFYING INFORMATION

		NUMBER	PERCENT
SEX			
	MALE	94	45.4
	FEMALE	111	53.6
	ERROR	2	1.0
RACE			
	CAUCASIAN	185	89.4
	ORIENTAL	0	0
	INDIAN	1	.5
	NEGRO	10	4.8
	SPANISH	0	0
	ERROR	11	5.3
CITIZEN			
	YES	203	98.1
	NO	0	0
	ERROR	4	1.9
HANDICAPPED			
	YES	5	2.4
	NO	164	79.2
	ERROR	38	18.4

THE MINIMUM AGE OF THE RESPONDENTS WAS 17 YEARS.
THE AVERAGE AGE OF THE RESPONDENTS WAS 19.7 YEARS.
THE MAXIMUM AGE OF THE RESPONDENTS WAS 47 YEARS.

TABLE 2

TOTAL RUN

HIGH SCHOOL STATISTICS

		NUMBER	PERCENT
HIGH SCHOOL GRADE AVERAGE			
	A	4	1.9
	B	89	43.0
	C	101	48.8
	D	4	1.9
	ERROR	9	4.3
HIGH SCHOOL GRADUATE			
	YES	201	97.1
	NO	3	1.4
	ERROR	3	1.4
COMPLETED A VOCATIONAL PROGRAM			
	YES	186	89.9
	NO	15	7.2
	ERROR	6	2.9
VOCATIONAL PROGRAM			
	AGRICULTURE	4	1.9
	DISTRIBUTIVE EDUCATION	12	5.8
	BUSINESS	73	35.3
	HEALTH	15	7.2
	HOME ECONOMICS	4	1.9
	TRADE & INDUSTRY	66	31.9
	COOP ED	20	9.7
	ERROR	13	6.3

TABLE 3

TOTAL RUN

MOBILITY

	NUMBER	PERCENT
WHEN MOVED		
HAVE NOT MOVED	125	60.4
WITHIN ONE MONTH	13	6.3
TWO TO SIX MONTHS	25	12.1
SEVEN TO TWELVE MONTHS	12	5.6
MORE THAN ONE YEAR	19	9.2
ERROR	13	6.3
DISTANCE MOVED		
MOVED WITHIN COUNTY	32	15.5
MOVED OUT OF COUNTY	15	7.2
MOVED OUT OF STATE	20	9.7
ERROR	2	2.9
REASONS FOR MOVING		
TO TAKE A JOB	8	3.9
TO SEEK A JOB	1	.5
PARENTS MOVED	2	1.0
MARRIAGE	28	13.5
TRANSFERRED	0	0
MILITARY SERVICE	9	4.3
TO ATTEND SCHOOL	8	3.9
WANTED A CHANGE	10	4.8
OTHER	3	1.4
ERROR	0	0

TABLE 4

TOTAL RUN

EMPLOYMENT STATUS

	NUMBER	PERCENT
NUMBER OF FULL TIME JOBS		
NONE	36	17.4
ONE	71	34.3
TWO	40	19.3
THREE	16	7.7
FOUR OR MORE	8	3.9
ERROR	36	17.4
CURRENT EMPLOYMENT STATUS		
NOT EMPLOYED, SEEKING WORK	15	7.2
NOT EMPLOYED, NOT SEEKING WORK	10	4.8
EMPLOYED PART TIME	17	8.2
EMPLOYED FULL TIME	116	56.0
MILITARY SERVICE	6	2.9
IN SCHOOL	8	3.9
ERROR	35	16.9

TABLE 5

TOTAL [illegible]

FINDING EMPLOYMENT

	NUMBER	PERCENT
SOUGHT EMPLOYMENT SINCE LEAVING SCHOOL		
YES	157	66.2
NO	54	26.1
ERROR	16	7.7
REASONS WHY EMPLOYMENT WAS NOT SOUGHT		
HAD A FULL TIME JOB	20	9.7
CONTINUING EDUCATION	24	11.6
HOUSEWIFE	1	.5
HANDICAPPED	0	0
NO INTEREST	0	0
MILITARY SERVICE	4	1.9
WANTED PART TIME	2	1.0
OTHER	1	.5
ERROR	2	1.0
HOW FIRST JOB WAS FOUND		
ON STUDENTS OWN	72	43.4*
PRIVATE EMPLOYMENT AGENCY	2	1.2*
STATE EMPLOYMENT AGENCY	6	3.6*
PARENTS OR RELATIVES	19	11.4*
FRIEND	13	7.8*
TEACHER	16	9.6*
SCHOOL COUNSELOR	0	0*
SCHOOL PLACEMENT SERVICE	17	10.2*
OTHER	17	10.2*
ERROR	4	2.4*

* BASED ON THOSE WHO HAVE HELD A JOB. N=166

TABLE 6

TOTAL [illegible]

FIRST JOB

	NUMBER	PERCENT
WHAT WAS IMPORTANT IN TAKING FIRST JOB		
SALARY	52	31.3
WORKING CONDITIONS	10	6.0
JOB SECURITY	19	11.4
OPPORTUNITY FOR PROMOTION	7	4.2
LOCATION	4	2.4
RELATED TO TRAINING	36	21.7
PERSONAL INTEREST	28	16.9
OTHER	7	4.2
ERROR	3	1.8
RELATION OF TRAINING TO FIRST JOB		
RELATED	88	53.0
DEGREE OF PREPARATION		
VERY WELL PREPARED	45	51.1*
ADEQUATELY PREPARED	38	43.2*
POORLY PREPARED	4	4.5*
NOT RELATED	77	46.4
REASONS A NON-RELATED JOB WAS TAKEN		
NO JOBS IN AREA OF TRAINING	29	37.7**
LEARNED NEW JOB IN SCHOOL	2	2.6**
LEARNED NEW JOB IN MILITARY	1	1.3**
LIKED OTHER WORK BETTER	24	31.2**
NOT ACCEPTED AS APPRENTICE	4	5.2**
OTHER	10	13.0**
ERROR	5	5.4
FEELINGS ABOUT FIRST JOB		
HIGHLY LIKE	59	35.5
MODERATELY LIKE	63	38.0
INDIFFERENT	17	10.2
MODERATELY DISLIKE	14	8.4
HIGHLY DISLIKE	11	6.6
ERROR	2	1.2
WAGES		
HOURLY	118	71.1
AVERAGE HOURLY WAGE $ 2.38		
MINIMUM HOURLY WAGE $ 1.00		
MAXIMUM HOURLY WAGE $ 5.10		
WEEKLY	36	21.7
AVERAGE WEEKLY WAGE $111.79		
MINIMUM WEEKLY WAGE $ 50.00		
MAXIMUM WEEKLY WAGE $410.00		
ERROR	12	7.2

THE FIGURES IN THIS TABLE ARE BASED ON THE NUMBER WHO HAVE HELD A JOB.
N = 166

* BASED ON THOSE IN RELATED JOBS

** BASED ON THOSE IN NONRELATED JOBS

TABLE 7

TOTAL RUN

LATEST JOB

	NUMBER	PERCENT
RELATION OF TRAINING TO LATEST JOB		
RELATED	71	51.1
DEGREE OF PREPARATION		
VERY WELL PREPARED	34	47.9*
ADEQUATELY PREPARED	32	45.1*
POORLY PREPARED	5	7.0*
NOT RELATED	64	46.0
REASONS A NONRELATED JOB WAS TAKEN		
NO JOBS IN AREA OF TRAINING	17	26.6**
LEARNED NEW JOB IN SCHOOL	3	4.7**
LEARNED NEW JOB IN MILITARY	1	1.6**
LIKED OTHER WORK BETTER	21	32.8**
NOT ACCEPTED AS APPRECTICE	3	4.7**
OTHER	14	21.9**
ERROR	9	6.5
FEELINGS ABOUT LATEST JOB		
HIGHLY LIKE	75	54.0
MODERATELY LIKE	48	34.5
INDIFFERENT	8	5.8
MODERATELY DISLIKE	5	3.6
HIGHLY DISLIKE	0	0
ERROR	3	2.2
WAGES		
HOURLY	92	66.2
AVERAGE HOURLY WAGE $ 2.94		
MINIMUM HOURLY WAGE $ 1.60		
MAXIMUM HOURLY WAGE $ 6.50		
WEEKLY	34	24.5
AVERAGE WEEKLY WAGE $140.81		
MINIMUM WEEKLY WAGE $ 50.00		
MAXIMUM WEEKLY WAGE $430.00		
ERROR	13	9.4

THE FIGURES IN THIS TABLE ARE BASED ON THE NUMBER WHO ARE CURRENTLY EMPLOYED. N = 139

* BASED ON THOSE IN RELATED JOBS

** BASED ON THOSE IN NONRELATED JOBS

TABLE 3

TOTAL RUN

HIGH SCHOOL GUIDANCE

	NUMBER	PERCENT
DEGREE OF HELP RECEIVED IN:		
CAREER PLANNING		
MUCH	29	14.0
SOME	99	47.6
NONE	42	20.3
DID NOT SEEK HELP	26	12.6
NOT OFFERED BY SCHOOL	4	1.9
ERROR	7	3.4
SEEKING EMPLOYMENT		
MUCH	38	18.4
SOME	51	24.6
NONE	66	31.9
DID NOT SEEK HELP	36	17.4
NOT OFFERED BY SCHOOL	6	2.9
ERROR	6	2.9
FUTURE EDUCATION		
MUCH	25	12.1
SOME	96	46.4
NONE	49	23.7
DID NOT SEEK HELP	27	13.0
NOT OFFERED BY SCHOOL	2	1.0
ERROR	6	2.9
MILITARY SERVICE		
MUCH	7	3.4
SOME	39	18.8
NONE	69	33.3
DID NOT SEEK HELP	72	34.8
NOT OFFERED BY SCHOOL	4	1.9
ERROR	16	7.7
PERSONAL COUNSELING		
MUCH	26	12.6
SOME	92	44.4
NONE	40	19.3
DID NOT SEEK HELP	34	16.4
NOT OFFERED BY SCHOOL	2	1.0
ERROR	9	4.3
RECOGNIZING ABILITIES		
MUCH	43	20.8
SOME	79	38.2
NONE	51	24.6
DID NOT SEEK HELP	24	11.6
NOT OFFERED BY SCHOOL	3	1.4
ERROR	7	3.4
COURSE SELECTION		
MUCH	64	30.9
SOME	85	41.1
NONE	34	16.4
DID NOT SEEK HELP	13	6.3
NOT OFFERED BY SCHOOL	2	1.0
ERROR	5	2.4
SATISFIED WITH GUIDANCE SERVICES	139	67.1
UNSATISFIED WITH GUIDANCE SERVICES	65	31.4

TABLE 9

TOTAL RUN

VOCATIONAL PROGRAM

	NUMBER	PERCENT
INFLUENCES IN PROGRAM SELECTION		
BOOKS, MAGAZINES, PAMPHLETS	33	15.9
VOCATIONAL SCHOOL COUNSELOR	40	19.3
RELATIVES	32	15.5
NEIGHBOR OR FRIEND(ADULT)	13	6.3
FRIEND YOUR OWN AGE	33	15.9
JOB OPPORTUNITIES	71	34.3
PART-TIME JOB	20	9.7
TEACHER	43	20.8
HIGH SCHOOL GUIDANCE COUNSELOR	38	18.4
GRADUATE OF THE PROGRAM	15	7.2
OTHER	35	16.9
SATISFACTION WITH VOCATIONAL PROGRAM		
YES	178	86.0
NO	28	13.5
ERROR	1	.5
RECOMMEND PROGRAM TO OTHERS		
YES	182	87.9
NO	21	10.1
ERROR	4	1.9

INCREASING RESPONSE FROM MAIL QUESTIONNAIRES*

1. Respondent should be convinced that the project is important.

2. Preparatory letter should be on the letterhead of a well-known organization or, where appropriate, should be signed by a well-known person. Special populations respond to appeals from their organizations.

3. Rewards may be used (gifts, trading stamps, sweepstakes). Do not offer a copy of the final report unless you are prepared to give it.

4. Make questionnaire attractive (printing on good paper is preferred), easy to read, and easy to fill in, remembering that many people have trouble reading fine print. Longer questionnaires usually lower the response rate.

5. Keep questions simple, clear, as short as possible, and where multiple-choice answers appear, make sure that they do not force respondent to choose answers that do not represent his position.

6. Try to keep early questions interesting and easy; do not leave important questions to the end; keep related questions together, unless there are strong reasons to act otherwise.

7. Use a high class of mail, first-class, airmail, and even special delivery, both for sending the questionnaire and on the return envelope. Do not expect respondent to provide postage.

8. Follow hard-core resistance with repeat questionnaire (the sixth mailing may still be rewarding), telegram, long-distance phone call, or even personal interview. Small response from early mailings may be badly biased.

9. Do not promise or imply anonymity and then retain the respondent's identity by subterfuge, however worthy the cause. Views on the effects of anonymity are mixed. If respondent's identity is needed, get it openly.

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*Quoted from Frederick Mosteller, "ERRORS: Nonsampling Errors" in David L. Sills (Ed.) International Encyclopedia of Social Sciences Volume 5. Crowell Collier and Macmillan, Inc., 1968. pp. 118-119.

SIRF

SYSTEM FOR IMPLEMENTING REVIEW AND FOLLOW-UP

STATEWIDE FOLLOW-UP PROJECT
PURDUE UNIVERSITY SCC-G
WEST LAFAYETTE, INDIANA 47907

May 29, 1975

Dear Former Student:

WAIT !! Before you decide that this is just another questionnaire that is not worth the time it takes to fill it out, look it over.

There is just one page (yellow one) to be completed and it should take you less than five minutes. We have even enclosed a stick of gum for you to enjoy to make that five minutes go faster.

Look over the instruction sheet (blue page), fill out the yellow page, then put it in the pre-addressed envelope. It's ready for mailing.

The information you are giving is confidential and will help improve the quality of vocational programs in your school.

Thank you for your time.

Sincerely,

Bill

William B. Richardson
Project Director

WBR:dJ

Enclosure

50

SYSTEM FOR IMPLEMENTING
REVIEW AND FOLLOW-UP
STATEWIDE FOLLOW-UP PROJECT
PURDUE UNIVERSITY SCC-G
WEST LAFAYETTE, INDIANA 47907

April 3, 1975

Dear Former Student:

Kokomo High School and the Indiana State Department of Public Instruction are trying to find out how well high school vocational training prepares students for employment. We would like you to answer some questions about your experiences during and since high school. Such information will help to improve the quality of secondary school education in our state. It will also tell us whether additional steps are needed to help former students find satisfying jobs.

You are the most important source of information. Please complete the enclosed form. Then return it in the pre-addressed, postage-paid envelope as soon as possible.

This information is being gathered by a research team at Purdue University. All information is strictly confidential. Your answers will be combined with the answers of other former students in summary form.

Your cooperation is important and will be greatly appreciated. Please read the instructions carefully before trying to answer any questions.

Thank you for your help.

Sincerely,

William B. Richardson
Project Director

WBR:dm

Enclosure

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PURDUE UNIVERSITY
AGRICULTURAL EDUCATION
BUILDING G, SCC
WEST LAFAYETTE, INDIANA 47907

Dear Former Student:

Bartholomew Consolidated High School and the Indiana State Department of Public Instruction are trying to find out how well high school vocational training prepares students for employment. We would like you to answer some questions about your experiences during and since high school. Such information will help to improve the quality of secondary school education in our state. It will also tell us whether additional steps are needed to help former students find satisfying jobs.

You are the most important source of information. Please complete the enclosed form. Then return it in the pre-addressed, postage paid envelope as soon as possible.

This information is being gathered by a research team at Purdue University. All information is strictly confidential. Your answers will be combined with the answers of other former students in summary form.

Your cooperation is important and will be greatly appreciated. Please read the instructions carefully before trying to answer any questions.

Thank you for your help.

Sincerely,

Bill

William B. Richardson
Project Director

Enclosure

WBR:jbh

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SYSTEM FOR IMPLEMENTING
REVIEW AND FOLLOW-UP

STATEWIDE FOLLOW-UP PROJECT
PURDUE UNIVERSITY SCC-G
WEST LAFAYETTE, INDIANA 47907

April, 1975

Dear Former Student:

During the first week of April, you were sent a questionnaire concerning your high school vocational program and job experiences. We need your questionnaire to complete the study.

Enclosed is a second questionnaire for you to complete and return to us by April 25, 1975. The information which is being gathered is strictly confidential. Your answers will be combined with answers of other former students in summary form. Please fill out the questionnaire and return it to us in the pre-addressed, postage-paid envelope. Suggestions that you have that would make filling out this form easier for you would also be appreciated.

Thank you for your help.

Sincerely,

William B. Richardson
Project Director

WBR:dm

Enclosure

INSTRUCTIONS

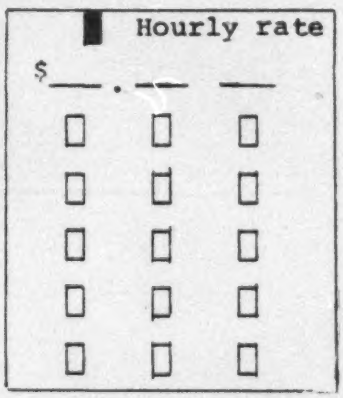
1. This form contains questions about your high school and employment experiences. Please answer all questions that apply to you.

2. Answer each question as follows:

   Read the question completely and carefully.
   Read all possible answers.
   Decide which answer fits you best.
   Make a heavy pencil mark in the box at the left of the answer you select except for questions that require written response.

3. Mark only ONE answer for each question unless the question requests more than one response.

4. Several questions require a number answer. For example, Question 17, you present job hourly rate is requested. Suppose you had an hourly rate of $2.34. You would first write your hourly rate and then record it for machine reading by marking the correct numbered boxes. (See example below.)



5. Some answers call for SKIPPING questions. Where that is the case, be sure to SKIP to the correct next question.

6. TO HELP US EVALUATE THIS FORM PLEASE CIRCLE THE NUMBER OF ANY QUESTION WHICH IS UNCLEAR. MAKE ANY ADDITIONAL COMMENTS ON THE BACK OF THIS SHEET.

7. USE SOFT LEAD PENCIL ONLY. Do not use an ink pen.

22. Is your present job in the trade or field for which you were trained in high school? (48)

[1] Yes [2] No

If YES: Indicate how well your vocational course prepared you for your present job.

[1] Exceptionally well prepared; training covered all essentials required by present job.

[2] Well-prepared on the whole, but there were some important gaps in training.

[3] Poorly prepared; much that I needed to know was not covered in vocational course.

If NO: Mark reason below:

[4] No job available in area of training

[5] Learned new job by military service

[6] Learned new job by continuing school

[7] Decided I liked other work better

[8] Not accepted as apprentice in trade

[9] Other (specify)_____

23. On the following scale, indicate your feelings about your present job. (53)

[1] Highly like

[2] Moderately like

[3] Indifferent

[4] Moderately dislike

[5] Highly dislike

24. In taking your present job, which of the following was most important to you? (54)

[1] Salary

[2] Working conditions

[3] Job security

[4] Opportunity for promotion

[5] Location

[6] Related to training

[7] Personal interest

[8] Other, explain below _____

25. Print the job title of your present job

_____

Print the name and business address of your present employer.

_____

_____

26. What are your present gross earnings? Write in the amount below. (49-52)

Hourly rate $ 2.75 .

27. How many full times jobs (30 or more hours per week) have you held since leaving school? (53)

[1] One [3] Three

[2] Two [4] Four or more

28. What is your current employment status? (54)

[1] Employed full time

[2] Not employed but seeking work

[3] Not employed and not seeking work

[4] Employed part time (less than 30 hrs/week)

[5] In military service

[6] In school

29. Do you have any physical handicaps that keep you from certain jobs in the vocational field in which you were trained? (55)

[1] Yes [2] No

SECTION THREE

30. Mark the degree of help you feel you got from your high school guidance services.

	Much	Some	None	Did Not Seek Help	Not Offered by School
(56) Career planning	[1]	[2]	[3]	[4]	[5]
(57) Seeking employment	[1]	[2]	[3]	[4]	[5]
(58) Planning for Future Education	[1]	[2]	[3]	[4]	[5]
(59) Personal counseling	[1]	[2]	[3]	[4]	[5]
(60) Recognizing your abilities and interests	[1]	[2]	[3]	[4]	[5]
(61) Deciding what courses to take	[1]	[2]	[3]	[4]	[5]

31. Below are ways students are influenced to select a vocational program. Mark those that most influenced you to the program you took in school.

(62) [1] Books, magazines

(63) [2] Area or Voc. School Counselor

(64) [3] Relatives

(65) [4] Neighbor or adult friend

(66) [5] Friend you own age

(67) [6] Job Opportunities

(68) [7] Part-time job

(69) [8] Teacher

(70) [9] Counselor

(71) [10] Graduate of program

(72) [11] Other

_____

32. Are you generally satisfied with the help you got from the guidance services at school? (73)

[1] Yes [2] No

33. Are you generally satisfied with the vocational training you received in high school? (74)

[1] Yes [2] No

34. Would you recommend this vocational program to others? (75)

[1] Yes [2] No

FOLLOW-UP OF INDIANA VOCATIONAL STUDENTS

SECTION ONE

(8) 1. Sex
[1] Male [ ] Female

(9-10) 2. Age 19

(11) 3. Race
[ ] Caucasian [2] Oriental [3] Indian
[4] Negro [5] Spanish

(12) 4. Are you a U.S. Citizen?
[ ] Yes [2] No

(13) 5. High school grade average?
[1] A [ ] B [3] C [4] D

(14) 6. Did you graduate from high school?
[ ] Yes [2] No

(15-18) 7. If you graduated from high school, write the month and year of graduation.
Month May Year 1975

(19) 8. Did you complete a vocational program while in school?
[ ] Yes [2] No

(20) 9. Mark the vocational program you were in:
[1] Agriculture [4] Health
[2] Distributive Education [5] Home Economics
[ ] Business [6] Trade & Industry

(21) 10. Were you in a co-op program?
[1] Yes [ ] No

(22) 11. If you have moved from the community where you lived while in high school, how long after you left school did you move?
[1] Have not moved (Blacken square and skip to Question #14)
[ ] Within one month
[3] Two to six months
[4] Seven to 12 months
[5] More than twelve months

(23) 12. How far did you move?
[ ] Did not move out of county
[2] Moved out of county
[3] Moved out of state

(24) 13. Why did you move?
[1] Take a job [5] Transferred by employer
[2] Seek a job [6] Military service
[3] Parents moved [7] Attend school
[4] Marriage [ ] Wanted a change

(25) 14. Since you left school did you seek a full time job?
[ ] Yes [2] No, mark reason below.

(26)
[1] Had a full time job
[2] Continued education
[3] Housewife or about to be married
[4] Physical handicap
[5] Not interested in getting a job
[6] Military service
[7] Work part time (less than 30 hrs/week)
[8] Other, describe _____

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SECTION TWO

(27) 15. Have you had a full-time job since leaving high school?
[ ] Yes [2] No; skip to Question 28.

16. What sources did you use in looking for your first job?

(28) [1] Private employment agency
(29) [ ] State employment agency
(30) [3] Parent or relative
(31) [ ] Friend
(32) [5] Teacher
(33) [6] School counselor
(34) [7] School placement
(35) [ ] On my own
(36) [9] Other, describe _____

(37) 17. In taking your first full-time job which of the following was most important to you?
[ ] Salary [5] Location
[2] Working conditions [6] Related to training
[3] Job Security [7] Personal interest
[4] Chance for promotion [8] Other, _____

(38-41) 18. Write in the amount of your gross earnings (before deductions) for your first full-time job.
Hourly rate $ 2.50

(42) 19. Was your first full-time job in the trade or field for which you were trained?
[ ] Yes [2] No

If YES: Indicate how well your vocational course prepared you for your first full-time job.

(43)
[1] Exceptionally well prepared; training covered all essentials required by first job.
[ ] Well prepared on the whole, but there were some important gaps in training.
[3] Poorly prepared; much that I needed to know was not covered in vocational course.

If NO: Mark reason below
[4] No job available in area of training
[5] Learned new job by continuing school
[6] Learned new job in military service
[7] Decided I liked other work better
[8] Not accepted as apprentice in trade
[9] Other, specify _____

(44) 20. On the following scale indicate how you felt about your first job.
[ ] Highly liked
[2] Moderately liked
[3] Indifferent
[4] Moderately disliked
[5] Highly disliked

21. Print the job title of your first full-time job
_____

Print the name and business address of your first full-time employer.
_____
_____
_____

If you are not currently employed, skip to Question 27.

OE 6009 4-72

	1–5	6	7–9	10–14	15–18	19–20	21–22	23–24	25–26	27	28	29	30	31	32	33	34	35	36	37	38–40
	OE Code or Student ID Number		Question 1 Question 2	Question 3 Question 4 Question 5 Question 6	Question 7	Question 8 Question 9	Question 10	Question 11	Question 12	Question 13	Question 14 - Part Two	Question 15	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5	Answer 6	Answer 7	Answer 8	Answer 9 Question 17	Question 18
1			21	9112	0575	13	22	23	24	1			1	1	1			1		1	025
2																					
3																					
4																					
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Question 20	Question 21 Part One	Question 22 Part Two	Question 23	Question 24	Question 26	Question 27	Question 28	Question 29	30-Career Seeking Planning Personal Recognizing Deciding	31-Answer #2	Answer 3	Answer 4	Answer 5	Answer 6	Answer 7	Answer 8	Answer 9	Answer 10	Answer 11	Question 32	Question 33	Question 34	I.D. Number
1	1	2	1	1	0	2	7	5	2	1	2	2	3	4	4	1	2	1	1		1		1	1	1

SIRF

What It Is:

SIRF is a System for Implementing Review and Follow-Up of former students at the local level with implications for state-wide use. The system was developed by the vocational-technical program area at Purdue in cooperation with the state board. It consists of a data storage system, student, employer and guidance follow-up instruments and a computer program to evaluate the information collected. (Non-computerized evaluation is feasible). A handbook is available to assist implementation and interpretation of the system.

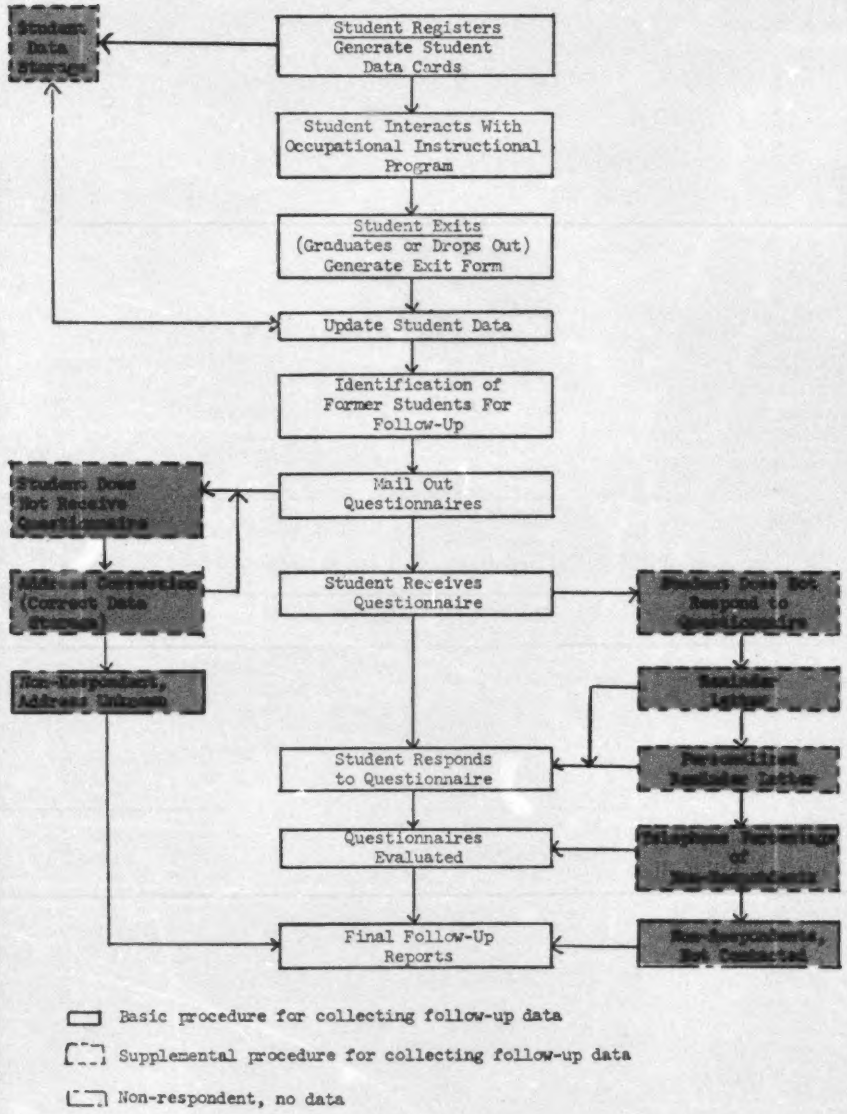
Who Will Use It:

SIRF was designed specifically for use by local educational agencies. It can also be adapted for use by the state.

How to Use It:

The first step in the system is to record student data when a student leaves a program. When a follow-up is desired, a sample of former students from the year or years chosen is selected and a questionnaire is sent to each of them.

SYSTEM FOR IMPLEMENTING REVIEW AND FOLLOW-UP


Student Data Storage
Student Registers Generate Student Data Cards
Student Interacts With Occupational Instructional Program
Student Exits (Graduates or Drops Out) Generate Exit Form
Update Student Data
Identification of Former Students For Follow-Up
Student Does Not Receive Questionnaire
Mail Out Questionnaires
Address Corrected (Correct Data Storage)
Student Receives Questionnaire
Student Does Not Respond to Questionnaire
Non-Respondent, Address Unknown
Reminder Letter
Student Responds to Questionnaire
Personalized Reminder Letter
Questionnaires Evaluated
Telephone Follow-up of Non-Respondents
Final Follow-Up Reports
Non-Respondents, Not Contacted
Basic procedure for collecting follow-up data
Supplemental procedure for collecting follow-up data
Non-respondent, no data

The flow chart above shows how the system works from the time a student enters a vocational program (top) until the follow-up report is printed (bottom). The center column of boxes indicates the flow of the system, with the boxes on either side indicating what to do if the flow is interrupted by a student either not receiving or not responding to the questionnaire.

As questionnaires are returned the information is coded then transferred to computer cards, if the computer program is to be used. When this is done the computer cards are processed through a computer program to analyze the data. The computer program prints out summary tables with the responses tabulated by categories. While the system has been developed for computer use, hand processing is feasible.

Kinds Of Information:

The questionnaire collects identifying information, student program perceptions, and employment information. In addition, information relating to the student's attitude toward his vocational training, his school's guidance program and his job performance is gathered. Questions relating to wages, job relatedness and the placement service are also a part of the questionnaire.

Where To Get It:

The SIRF manual is available from:

Indiana State Board for Vocational-Technical Education

Vocational Division
State Department of Public Instruction

or

Vocational Education, G-10, SCC
Purdue University
West Lafayette, IN 47907

TABLE 5

FINDING EMPLOYMENT

	NUMBER	PERCENT
SOUGHT EMPLOYMENT SINCE LEAVING SCHOOL		
YES	64	62.1
NO	29	28.2
ERROR	10	9.7
REASONS WHY EMPLOYMENT WAS NOT SOUGHT		
HAD FULL-TIME JOB	10	9.7
CONTINUING EDUCATION	14	13.6
HOUSEWIFE	2	1.9
HANDICAPPED	1	1.0
NO INTEREST	0	0
MILITARY	22	1.9
WANTED PART-TIME JOB	2	1.9
OTHER	1	1.0
ERROR	3	2.9
HOW FIRST JOB WAS FOUND		
ON STUDENTS OWN	28	27.2
PRIVATE EMPLOYMENT AGENCY	2	1.9
STATE EMPLOYMENT AGENCY	4	3.9
PARENTS OR RELATIVES	5	4.9
FRIEND	6	5.8
TEACHER	7	6.8
SCHOOL COUNSELOR	3	2.9
SCHOOL PLACEMENT SERVICE	6	5.8
OTHER	14	13.6
ERROR	3	2.9

Above is one of the nine tables of information produced by the computer program. Other tables include high school statistics, mobility of students, employment status, first job information, latest job information, perceptions of high school guidance and vocational programs.

SIRF

SYSTEM FOR IMPLEMENTING REVIEW AND FOLLOW-UP

OF STUDENTS

developed
by

Purdue University
West Lafayette, Indiana

in
cooperation
with

Indiana State Board
for
Vocational-Technical Education